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ABSTRACT

Direct interviews with 17 teachers and observation in 31 rural and urban Venezuelan classrooms (pre-school through grade 6 in nine schools) across 3 states revealed serious reading difficulties among Venezuelan students. Small rooms and multi-grade class situations were common and school supplies and equipment were scarce. Even more scarce were academic materials such as books, worksheets, and kits. Libraries were found to be highly inadequate, often providing limited varieties of texts and usually no additional equipment. Student competence in reading was examined through teacher constructed exams or by having the student read aloud. Children were most typically taught reading skills first by memorizing vowel sounds. Next they were taught consonants, syllables, words, sentences and, finally, short stories. Only one instructor was found who emphasized words first, then consonants, then vowels. By fifth and sixth grade, reading was not a subject and students were expected to read from subject-specific texts with no further reading instruction. New teacher education legislation should help to improve matters. Consideration should be given to the provision of auxillary personnel, and emphasis should be given to meaning-centered instruction. Also, better materials, smaller class sizes, and more efficient time usage should be considered. Finally, parent interest should be harnessed. (PM)

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VENEZUELA - THE TEACHING OF READING IN RURAL SCHOOLS

Prepared for the annual conference of the

International Reading Association

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Dr. Rhoda L. Ramirez

New Orleans, Louisiana

April, 1981

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VENEZUELA - THE TEACHING OF READING IN RURAL SCHOOLS

Venezuela is a beautiful tropical country located on the cap of South America bordered by Columbia, Brazil, British Guayana, the Atlantic Ocean and the Carribean Sea. A democracy since 1958, this land of approximately 14 million people is best known for its oil wells located in Maracaibo Lake. Those fortunate enough to visit will remember the vegetation (including a vast variety of fruits, vegetables and flowers), climate, mountains, beaches, "fiestas", and people.

The people, except for small groups of Indians along the Maracaibo Lake region bordering Columbia and in the jungle regions bordering Brazil, speak Spanish. Individually, as in any place on earth, they can be warm and friendly or brusk and rude. Collectively, Venezuelans love "fiestas", music, politics, "arepas" (fried cornbread) and rice. Although Venezuelans complain about slow and inadequate services, long lines, and miles of bureaucratic red tape; they are amazingly tolerant and display a resigned almost cheerful "manana" attitude toward delays. For this writer, as for many immigrants, a great deal of adaptation is necessary in order to live and work.

Free public education is available from pre-school through the university. Of the four stages listed below, pre-school and "escuela básica" (basic school) are required by law.

Pre-school and Kindergarten	- 2 years
Basic School	- 9 years
Secondary programs	- 2 years
Higher education	- 4-7 years

Teacher Education Prior to November, 1980

Gouverneur (1967) described the several fashions of granting teaching degrees prior to November of 1980. Each degree came complete with its own title and accompanying status. Graduates of the six year primary school received a "Certificado de Educación Primaria" or primary education certificate. Persons possessing this certificate were then eligible to enter either Secondary schools, Technical schools, Commercial schools or Normal schools. The decision to become a teacher was thus made at the approximate ages of 12 to 14 when students moved from the Primary school into the Normal school. In the "Escuela "Normal" they entered a three year first or basic cycle followed by a two year second or pedagogy cycle and upon completion of exams graduated with the title of "Maestra de Educación Primaria". It was also common to find teachers in the primary system with a "Bachiller" degree which followed the same three year first cycle, two year second cycle; but, under the Secondary branch.

There was no program under the "Institutos Pedagógicos" or Pedagogical Institutes for primary school teachers but those with "Bachiller" or "Técnico" degrees who wished to become secondary teachers followed the four year program in the Pedagogical Institutes to earn the title "Profesor de Educación Media". Secondary teachers could also opt for a University degree in education which required four years of course work and terminated with a "Licenciado en Educación" or with the addition of a thesis, "Doctor en Educación".

The Ministry of Education offered one final avenue for teacher certification of both primary and secondary teachers (Burroughs, 1974).

A division called the "Instituto de Mejoramiento Profesional del Magisterio" or teacher improvement institute converted untrained teachers to trained teachers. This author noted during interviews that many teachers at the present time continue to work during the regular school day and take courses thorugh this program after school and during school vacations.

Revised Teacher Education Program

Bond and Dyksta (1967) documented the importance of the teacher in the educational process. The newest teacher education regulations in Venezuela show an increasing awareness of this importance. These regulations, enacted in November, 1980, eliminated the earlier normal school degree. Prospective elementary teachers must now follow either the humanities or science branches of the two year secondary school ("Media Diversificado y Profesional). After graduation from the secondary school two choices are available: the four year university degree or the five year "pedagógico" degree. The respective titles are "Licenciados" and "Pedagogos". Masters and Specialists degrees are available in some universities and in the planning stages in others.

Educational Background and Experience of the Sample

Seventeen teachers were asked about their degrees and years of experience. Nine teachers were Normal School graduates, six were completing work in the Teacher Improvement Institute, one teacher had advance work in a Pedagogical Institute and one teacher was a University graduate. Four teachers had less than 5 years of experience, five had 6-10 years, two had 11-15 years and three had 26-30 years in the

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classroom. Only one teacher had spent the total of her teaching career in one grade, two had taught in two grades, two in three grades, five in four grades, three in five grades and three in all six primary grades. Several of the teachers with more than 20 years of experience had begun their teaching careers at the age of 14.

Inservice

Teachers were enthusiastic with the idea of inservice programs to improve their performance; unfortunately, they did not exist. The closest approximations reported by the teachers were: the delivery of new materials without accompanying explanations, building level meetings called by the director to discuss school administrative matters and an occasional new idea, and one Physical Education course offered by a visiting North American professor.

Overview of the Primary School System

The primary school system in Venezuela is a dual public-private system. With few exceptions, those who can afford the modest private schools' fees (beginning at about U.S. forty dollars) send their children to private schools. The public school system is the system of the poor.

Burroughs (1974) states that both public and private schools are subject to the rules and regulations of the Ministry of Education. However, for public schools, the Ministry further determines their curriculum, syllabuses, teaching methods and textbooks. Federal money provides about 75 percent of the school funds for public schools with the state and local governments supplying the remaining 25 percent.

School Calendar and School Day

The school year has 180 days and the hours of class for the morning session are 7:30 to 12:30 to 8:00 to 1:00 with one 30 minute recess. Crowded schools also run an afternoon session. Tracking of students is a side effect of the afternoon session with poorer students usually placed in afternoon sessions.

Schools in rural communities, described as consisting of at least 3 houses but not more than 1,000 persons, may derive their resources from a number of agencies with the acronyms MAC (Ministerio de Agricultura y Cria), INCE (Instituto Nacional de Cooperación Educativa), IAN (Instituto Agrario Nacional), and INCIBA (Instituto Nacional de Cultura y Bellas Artes). These agencies work with rural development and farming.

Prior to 1974 (Burroughs, 1974) these schools offered only grades one through three but now they may offer up to six grades of basic education. With the newest laws, one would expect further changes. Figures from 1970 place the rural population at 1½ million with 220,000 primary pupils in 4,500 schools. The average rural community at that time had 300 inhabitants with fifty primary pupils and a statistical 1.6 teachers. Three thousand of the schools were one room schools and there was no adapted curriculum for rural schools. These schools were arranged in 300 nuclear systems of 8-28 schools per nucleus.

In preparation to visit the rural schools letters were secured from the Head of Basic Education, Robinson Valderrama, for the Ministry of Education and from the Head of Agricultural Improvement, Humberto Redondo P., for the National Agrarian Institute. With these letters of

introduction no school refused admittance and two offices even provided transportation to outlying schools.

Transportation proved to be the most difficult obstacle. Venezuelans have a mode of transportation called "carritos por puesto". To ride in these cars for hire one must go to the terminal and wait until a regular passenger car has the required full 5 passenger load, six with the driver. Traveling in a car with 4 paying strangers and a driver intent on rapidly arriving at his next station does not offer much opportunity to stop and visit all the one room schools along the route. It is hoped that when this writer's husband, a native Venezuelan, and the family car arrive the opportunity will improve.

Altogether in this fashion visits were made to 31 classrooms ranging from pre-school through sixth grade in nine schools in three states. Each of the states varied widely in topography. Falcon state is extremely hot with the heat relieved by breezes from its Carribean Sea coast. The inland state of Cojedes is in a hot flat black earthed farming region while residents of the third state, Merida, view snow year round on peaks of their Andes mountains.

All of the above three states have cities with schools numbering students in the thousands as well as rural areas served only by one room schools. Six of the schools visited were on the larger end of the scale having more than one section of each grade, and three were decreasingly smaller: the first with 7 classrooms, pre-school through grade six; the second with 4 classrooms, pre-school through grade six; and the final one room school for grades one through four.

Following written guidelines, the same information was sought in

each of the classrooms. Since both school settings and teacher receptions to visitors differed markedly from school to school and even room to room direct interviews were used in some instances and observations in others. Examples of two opposite receptions serve to illustrate this reasoning. The coolest reception was encountered when one director wanted to know how the researcher could possibly learn anything since her command of Spanish was (and is) limited. In contrast, the warmest reception came from the director of a small mountain school. She greeted the researcher with "Thank God someone wants to help because we have so many reading problems." This director then called all the teachers from their classes to make introductions and request their complete assistance. It was in this school that the writer spent two days and listened to virtually every student read aloud.

Physical Setting of Primary Schools and Their Classrooms

Except for the collection of pre-schools in Acarigua, Cojedes state, the schools and classrooms tended to be remarkably drab and purely functional. The majority, especially in or near cities, had broken window panes, light fixtures, chairs, etc. Much of the damage was no doubt caused by vandalism but the results implied a helpless attitude as far as repairs were concerned.

School grounds in the rural areas were often in lovely settings surrounded by grass, trees and flowers and the schools themselves frequently had a fresh coat of paint. City schools, in contrast, had large concrete patios and a general lack of vegetation. Few of the schools in either setting had playground equipment or supplies available for recess. During recess the children milled around talking with

friends or eating the snacks for sale in most of the larger schools or near the smaller ones.

City classrooms were larger than rural classrooms, approximating the size of the average traditional United States classroom. Classrooms in the rural schools were, in some cases so small that a teacher with 25 pupils had to turn sideways to walk down the aisle. Even this arrangement allowed no space for a teacher's desk and chair.

Pre-school students (and one group of first graders) sat around small tables. Students in grades one through six occupied chair desks. Several classrooms contained (antique buffs-hold on) the old fashioned wooden desks with inkwells. Students sat two to a desk in this model.

Classrooms were reasonably clean but far from cheerful. Rooms contained the ever present chalkboard, usually a bulletin board and an occasional bookshelf. Learning centers were present only in the experimental style pre-schools of Acarigua.

Materials in Primary Classrooms

Classroom materials fall under one category, books; and seldom enough of these for individual copies. An occasional classroom had a letter chart but there were no kits, worksheets, experience charts, etc. Not even pencil sharpeners were in evidence and this writer saw one small first grader sharpening his pencil with a Wilkerson double edged razor blade.

Each child from first grade through sixth grade had a small, square, lined notebook and some pencils. These materials were purchased by the parents. Some classrooms had extra supplies for children who needed them while others claimed that "the parents <u>always</u> get these

materials for their children". In this same classroom where the parents "always" supply materials two first graders were writing in homemade notebooks of unlined paper.

Library Access in the Primary Schools

The word library carries a mental illusion of more materials and it is just that, an illusion. In the larger schools librarians had carefully catalogued and arranged their materials. But, what they had were mostly multiple copies of subject matter texts and the excellent children's magazine, "Tricolor," published by the Banco del Libro (the official educational publishing bureau). One library also contained a sole overhead projector. Average visits to the library are one hour per week or one hour per week per subject in departmentalized settings. During this hour the students diligently copied the textual material to be used in their classes into their ever present "cuadernos" or notebooks.

Grouping for Instruction

Whole class instruction and individual attention are the primary grouping methods. When teachers were asked, "How do you work with your students: whole class, in small groups, or individually?", a few teachers chose all three patterns. However, not once was a small group lesson observed. The standard pattern consisted of whole group instruction followed by individual oral reading and help for those with problems.

Evaluation

There are no standardized, no criterion referenced reading

achievement tests available. Informal inventories constructed to test reading performance do not exist. Reading competence is examined by having the child read aloud or by teacher constructed examinations emphasizing factual information. Most teachers construct their own examinations but in the larger schools teachers may swap exams.

Absenteeism and Rate of Attrition

Questions concerning absenteeism and rate of attrition produced unreliable information. While teachers claimed absenteeism was a problem there are no figures in this study to substantiate these claims. Faculty members of one school agreed that about 95 percent of entering first grade students completed sixth grade. This same school had 28 pre-school students, 21 first graders, 14 second graders, 12 third graders, 12 fourth graders, 10 fifth graders and 4 sixth graders (in February).

Chossudovsky (1977), supporting his statements with information from official Ministry of Education bulletins, claims that 57 of every 100 children aged 7 to 13 years and living in rural areas receive no primary school education. Of the 43 who enter first grade 26 can claim to be functionally literate and one or two will complete sixth grade. The classroom totals in the smallest schools visited tend to support Chossudovsky's claims.

Auxillary Personnel

Surprisingly, for this researcher, there were more schools with Physical Education teachers than Librarians. Reading specialists were not available in, or as consultants to, any of the schools visited. Neither were, Learning Disability Specialists, Guidance Counselors,

speech therapists, or social workers. The question, "Do you have children with reading or learning problems in your classroom and could you use the aide of a specialist?" produced the invariable reply "Yes!". Typical elaborations on this answer were:

> "I have 2 children in class with pronunciation problems and I spend much of my time trying to teach one of them to say mama and papa."
>
> "There are children in my class with 3 or 4 years in the same grade."
>
> "There have been 2 children in my class for 3 years and they still don't read and there are many children with speech problems."
>
> "I have children who read but can't write and one child always reads with a hand over one eye."

Parental Support

Open house is held for parents about every 6 weeks and individual conferences are arranged when there are problems. Parents were generally spoken of as supportive but not overly involved and the words of one teacher sounded all too familiar: "The parents I need to talk to never visit the school."

Grade Level Commentary on Instruction

Pre-School

Based on teacher judgement children are tracked into Kinder A or Kinder B. Children in Kinder A receive 1 year of instruction and Kinder B's receive 2 years of instruction. The number of students per classroom ranged from 8 to 38 aged 4 to 6 years. The larger numbers were present in both the open-style and regular classrooms. An open-style classroom in the city of Acarigua, in a hot flat rich farming

region, was the site of the open-styled classroom with the smallest number of students. The majority of Kindergarten classes also use full-time aides in contrast to the lack of assistance in grades one through six. While smaller schools had one Kindergarten classroom there were several schools wholly composed of Kindergarten students serving as many as 1,000 students in the morning and 1,000 in the afternoon. Only the one room rural school did not contain a kindergarten level.

The contrast between the regular and experimental Kindergarten classrooms was startling. Classrooms in the experimental schools opened directly onto patios to utilize the forever warm weather. Children sat at small tables, on carpet squares or worked at the sufficiently stocked kitchen, art, quiet play, science or construction centers. Children were in the hallways and there was an air of anticipation toward the forthcoming "Feria del Sol" or carnival of the sun.

Kindergartens in the regular classrooms tended to be stark with little decoration and while the children were seated around small tables suitable for small group work most projects seemed to be whole class oriented. The only visible supplies were boxes of broken crayons, plain unlined paper and bottles of tempera.

Reading is not normally taught during the preschool years. But, at least one teacher remarked that some of the children who have interest learn the sounds represented by the vowels and some numbers.

Technical degrees in pre-school teaching exist in Venezuela and this appears to be one of the fastest growing areas in Education in the Universities as well. Several universities mentioned that

pre-school programs were in the planning stages.

First Grade

The number of students in each classroom appeared highly dependent on the locale, availability of classrooms and number of children in the immediate area. The smallest class contained 21 pupils and the largest class doubled that number. A combined class in the one room school split the teacher's attention between 17 first graders and 15 second graders. This same teacher taught an afternoon session of 20 third graders and 14 fourth graders. An age range of 7 to 10 years was common with the greatest class range consisting of 6, 7, 8, 9, 10, 11 and 14 year olds all in one group of 35 first graders.

Time allotted for first grade reading instruction ranged from all day every day during the first month to two hours daily. The most common answers fell in the range of 1 to 2 hours daily.

Although some teachers proclaimed to have their own methods of teaching reading the resulting explanations, with one exception, all sounded the same. Instruction begins with the vowel "sounds," then consonants, syllables, words, sentences and finally short stories. A typical syllable lesson began with ro, ra, ri, ru, re and progressed to rosa, rico, etc.

The lone teacher who expounded the method of word first, then consonants, then vowels presented the following lesson:

1. How many letters are there? (holding up the word "lápiz")
2. What is the word?
3. Write the word in the air.
4. One student then wrote the word on the board.
5. When a mistake was made the child was shown the word to write on the board.

6. Children were then told to visualize the word.

The lesson continued with the children repeating after the teacher as she read the words from the board. Later, the teacher wrote the word, they repeated the word and she walked around to see if they were copying the word correctly. All of the children were given the same amount of time to copy each word.

The words in the reading textbooks appeared to have been chosen distinctly with the method in mind as if meaning had no importance in the beginning reading process. A first grade reading text stressing meaning would not include words such as "ruinas" (ruins) nor "vino" (wine). Likewise, books available to upper level children contained the "vosotros" form of address and its verb forms. This form of address is not used in Venezuela.

Observations of teaching strategies supported the hypothesis that little emphasis was placed on meaning in the beginning reading process. In one particular classroom each child who read aloud for the researcher had a great deal of difficulty. Supposedly they "knew" the syllables and their sounds but seemed to have no recognition that there should be meaning. Even the syllables they "knew" were not recalled. "Seca" (dry) might be substituded for "vaca" (cow), a word from a previous lesson. Reinforcement was frequently a negative "no" uttered even for miscues that contained a great deal of knowledge, such as "campo" (farm) for "campesino" (farmer). After such reinforcement the frequent response of the child was one of pure guesswork with no attention to meaning or word attack. One teacher expressed the understanding that "sometimes I'm not sure if they're reading or just

quoting from memory".

Second grade level

The smallest number of second graders in a self-contained classroom was 23 and the largest number was 44. Two combination classes had 15 second graders with 17 first graders for a combined class of 32 and 14 second graders with 12 third graders for a combined class of 26. The age range was from 6 to 13 years. Reading lessons for these second graders ran from one hour in length to two hours or more depending on the type of lesson for the day.

Second graders were receiving instruction in the separation of syllables:

cama	ca · ma	libro	li · bro
silla	si · lla	tabla	ta · bla
mesa	me · sa	lente	len · te

How many syllables in "cama"? How many letters? We have four letters but two syllables and we read in syllables.

Third grade level

Third grade classes ranged from 26 to 40 in single grade classrooms. The two combined classes had 20 third graders paired with 14 fourth graders for a total of 34 children and 12 third graders with 14 second graders for a combined total of 25. Teachers of these third grade children allowed as little as 20 minutes daily to as much as two hours daily. Average lesson time was one hour.

Third grade children were working on synonyms. Words were introduced in isolation and then used in sentences. All of the children

were able to copy their lessons in cursive writing.

Fourth grade level

The smallest fourth grade classroom had 23 students and the largest classroom had 36. In one class 14 fourth graders were combined with 20 third graders for a total of 34 students. The other combined class consisted of 12 fourth graders, 10 fifth graders and 4 sixth graders for a total of 26 students. The age range for fourth grade was 8 to 17 years of age. At this level time for reading ranged from "15 minutes or so because we have so much to do" to approximately one hour daily.

The teacher who devoted about 15 minutes per day begins in the first of the year with board work. She reads aloud, then they read aloud as a group and later in small groups. One small group reads one day and the next day another small group with an occasional return to whole group instruction. This same teacher was pleased to demonstrate her questioning techniques: matching, fill in the blanks and multiple choice. She explained that she used "different types of questions so they will not have problems in advanced grades".

Fifth grade level

The fifth grade classrooms had between 22 and 35 students. The combination class observed had 10 fifth graders, 12 fourth graders and 4 sixth graders. The age range of 8-14 years of age was considerably less than that represented in the fourth grade. This information suggests that the end of the fourth grade year may be a decisive drop-out point for students.

Fifth grade students could be found in both self-contained classrooms and departmentalized settings. Reading, as a subject, is not practiced at this level. There are no texts especially for reading and no time is set aside for the purpose.

Sixth grade level

The larger rural school had 40 students aged 10 to 16 in the departmentalized Language and Social Studies classes while the smaller rural school had 14 students aged 11 to 17 in their self-contained classroom. Four sixth graders in the one room school aged 12 and 13 were combined with 10 fifth and 12 fourth graders for a total of 26 students.

Just as in the fifth grade, there were no reading periods nor reading texts at this level. Although most rooms were bare of reading materials other than a few subject matter texts one enterprising sixth grade teacher had collected a stock of old magazines and textbooks.

This brief overview in a level by level description suggests that reading is taught as a mechanical process from first through the third grades. While fourth graders are allowed a limited amount of time for reading improvement fifth and sixth graders are expected to read their subject matter texts with no further instruction.

Recommendations

Improved teacher education should be a prime consideration. The enactment of the new teacher education legislation is a gigantic step in this improvement. It is hoped that the application of these laws will be founded on well developed plans carried through in a swift

and comprehensive manner.

Consideration should be given to the preparation and placement of auxillary personnel, not only reading and learning specialists but librarians, guidance counselors, social workers and teacher aides. In a country where most secretaries have receptionists auxillary personnel should be standard and a policy of paid teacher aides should be considered reasonable.

Plans should be made for extensive teacher inservice. Reading inservice programs should concentrate initially on the theme that print carries meaning and the only goal of reading is to extract that meaning for the particular purposes of the readers. Consideration of the learner as a worthwhile person should be stressed. When children are consistently identified and ridiculed or castigated in front of the class for their learning problems the learning problems will not lessen and feelings of self-worth will decrease.

Restrictions of space, class size, time and materials make it difficult to implement change in classroom instructions.

A school construction and modification program, preceeded by regional surveys to determine the long range needs of communities, should begin immediately. Schools in the planning stages should include libraries, multipurpose rooms and larger classrooms. The climate of Venezuela is conducive to walled patio additions that could instantly double classroom space at a fractional construction cost. Such walled patios are now being used in some of the newer pre-school with charming results.

Class loads in the upper grades are generally smaller than

those of the lower grades. This phenomenon occurs with greater frequency in the smaller schools where attrition rates are high. First grade classes, in particular, should be held to 20 to 25 students or less. Smaller class sizes, auxillary personnel and teacher aides should help in decreasing the number of students who remain in first grade for 2 to 4 or more years.

Time constraints occur in two major areas: school year and school day. The primary problem with the school year is the rigid enforcement of registration dates. A policy should be developed that would allow students to change schools during the year. At the present time those who move after school has begun may risk losing the entire school year. It may be possible that some of the older students (14 year old first graders, 17 year old third graders) have been caugnt in the mobility trap. These some students may later account for a sizable portion of the attrition rate.

The second time constraint is the short school day, evidently a product of the customary 2 hour lunch, "siesta" break and the necessity of free time for farm labor. As the population has increased, due to the lack of facilities, a great many school systems are on morning and afternoon sessions.

Current teaching methods, inadequate space and lack of materials contribute to an imprudent use of the short school day. Reading lessons frequently consist of individual students reading orally for the classroom teacher while the remainder either sit idly or copy materials. Time spent waiting or copying (primarily information from an insufficient supply of subject matter texts) could well be used

for more important activities.

Sufficient, up to date textbooks should be available for each classroom. Libraries should be well stocked with a variety of factual and fictional books for pre-school and up. Books should be acquired from other Spanish speaking countries or countries with large Spanish speaking populations. While efforts by the "Banco del Libro" are admirable (their "Tri-Color" magazine is very well done) no one agency should expect to develop all the necessary materials. Private publishers should be encouraged, especially in children's fiction, with recognition and perhaps awards for excellence. Materials exchange systems with educational bureaus of other countries with large Spanish speaking populations should be developed.

Simple supplies should be present in all classrooms. No professional should be required to do without such amenities as pencil sharpeners, staplers, file folders, file cabinets, desks and chairs. Those who doubt the importance of such articles have never witnessed a teacher receiving new materials.

Parental interest is evident and should be harnessed. Programs should be developed initially to combat absenteeism and develop proper reading, study, nutritional and sleep habits in the home.

Final Comment

Venezuela has much to offer her people and her people have much to offer Venezuela. When this writer compares the one room school she sat in 28 years ago to the modern schools in that same area today the problems of eduucation in Venezuela assume lesser proportions. If

interest in the area of education continues to accelerate and the plans are well constructed and implemented a turn around in Venezuela's public schools should occur. Perhaps in 20 year's time when a new resident asks for the nearest school for their children the answer will be - the nearest public school!

Dr. Rhoda L. Ramirez

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